# Research to Practice: Impacts and Outcomes

## What We Know About Out of School and Expanded Learning Opportunities

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Soaring Beyond Expectations

# Sources for Learning

Image: anankkml / FreeDigitalPhotos.net

AND

Durlak & Weisberg's 2010 Meta-analysis of 49 reports of 73 programs

- Project Exploration (Chicago, IL)
- Citizen Schools (Boston, MA)
- Wisconsin 21st Century Community Learning Centers
- The Beacon Community Centers Middle School Initiative (New York, NY)
- Texas 21st Century Community Learning Centers
- Fort Worth After School Program (Fort Worth, TX)
- New Jersey After 3

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# Methods and Results

10-year retrospective study of Project Exploration (Chicago, IL) surveying 30 percent of 259 alumni, 85 percent of which were from low-income families

| | |
|---|---|
| **Project Exploration** (Chicago, IL) | **95 percent** of participants **graduated high school** with **60 percent** enrollment in a **4-year college** **85 percent** were from **low income families** |


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# Methods and Results

8-year evaluation of Citizen Schools (Boston, MA) academic outcomes in high school of former middle school participants

| | |
|---|---|
| **Citizen Schools** (Boston, MA) | **3x** the number of students **graduated** from **top-tier high schools** compared to students not in the program |

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# Methods and Results

Evaluation of 44,483 students who participated in Wisconsin's 21st Century Community Learning Centers during the 2008-2009 school year

**Wisconsin 21st Century Community Learning Centers**

**69 percent** of regular attendees **increased academic performance** with **40 percent increasing** their **grades in math & 42 percent increasing** their **grades in language arts**


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# Methods and Results

Study of middle school participants in the Beacon Initiative (New York, NY) which serves over 21,000 middle school students

**The Beacon Community Centers Middle School Initiative** (New York, NY)

**80 percent** of students **finished homework more often** and **75 percent** received **better grades**

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# Methods and Results

Evaluation of the Texas 21st Century Community Learning Centers program during the 2007-2008 academic year

Adam Dick, Sherman High School, Sherman ISD

**Texas 21st Century Community Learning Centers**

**Youth who attended math-focused activities** were **significantly more likely to pass** the math portion of the Texas Assessment of Knowledge Skills

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# Methods and Results

4-year examination of the influence of New Jersey After 3 initiative on the availability and quality of afterschool programs, including improvement outcomes of 15,000+ participating youth


## New Jersey After 3

**75 percent** of participants were **at or above grade level** in their ability to **draw conclusions, spell, identify the main idea of a reading, technological skill, and oral communication**

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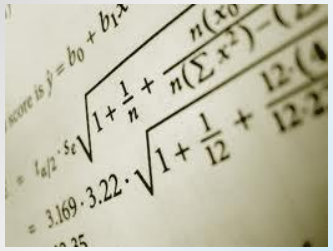

# Meta-Analysis

- Durlak, J. A., Weissberg, R.P.& Pachan, M. (2010). *American Journal of Community Psychology*
- Meta-analysis of 49 reports of 73 programs
- Evaluated studies for evidence that programs offered SAFE programming
- Sequential and Active activities with Focused and Explicit content – SAFE
- Used **effect sizes** as the benchmark
- Effect size quantifies the difference between two groups
- Effect size emphasizes the size of the difference
- Does not confound with sample size
- Has many advantages over the use of tests of statistical significance alone.

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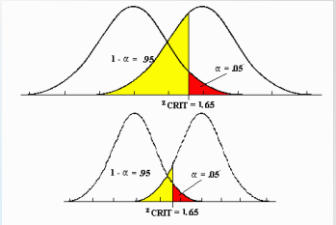
# Benchmark: Effect Sizes




- Effect sizes provide a standard metric that can be used as benchmarks

d = proportion of a standard deviation of change in the outcome associated with a treatment

  - Aspirin on heart disease, d = .03
  - Class size reductions on math achievement, d = .23
  - School-based substance abuse prevention programs on drug & alcohol use, d = .09

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Vandell, D.L. (2012). Impacts and Outcomes: What we know about afterschool and expanded learning opportunities presented at the 2012 Meeting of the National Network of Statewide Afterschool Networks.

# Results

| Outcomes | # of Studies | Overall Effect Size | Met SAFE Criteria | Did not meet SAFE criteria |
|---|---|---|---|---|
| Self-perceptions | 22 | .34 | .35 | .14 |
| School bonding | 28 | .14 | .26 | .03 |
| Positive social behaviors | 35 | .19 | .30 | .06 |
| Problem behaviors | 42 | .18 | .26 | .07 |
| Drug use | 27 | .11 | .22 | .03 |
| School Achievement | 20 | .16 | .31 | .03 |
| Grades | 25 | .11 | .24 | .05 |
| School Attendance | 20 | .16 | .31 | .03 |


# Conclusions

- Positive short-term effects of high quality programs on student academic & social outcomes
- Positive long-term effects of high quality programs on school attendance and task persistence
- Positive cumulative OSL effects for student grades, math achievement, and work habits
- Evidence of OSL activities eliminating the achievement gap in mathematics achievement

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# What Ongoing Study Supports


Outcomes:

- Meaningful concurrent & short-term effects
- Meaningful long-term effects

What makes a difference:

- Quality of programming
- Dosage (hours, days, weeks, months, years)
- Breadth of activities
- Types of activities

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# What You Can DO

- Gather data from the outset
  - Survey participants
  - Survey Parents
  - Survey Teachers
- Measure your grant stated outcomes of participants and non-participants
  - Grades
  - Attendance
  - Positive Social Behavior
  - Problem Behaviors
  - School Achievement
- Monitor your SAFE practices
  - Sequential and Active activities
  - Focused and Explicit content – SAFE

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